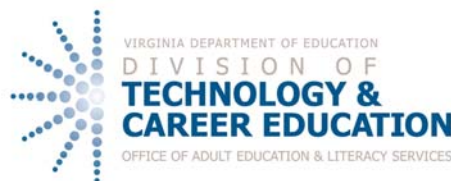


# End of Year Data Entry & Reporting Guide FY 2007-2008



ALL FY 2007-2008 DATA IS DUE ON OR BEFORE AUGUST 1, 2008.

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# END OF YEAR DATA ENTRY & REPORTING GUIDE

## FY 2007-2008

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*SPECIFIC EXPORTS AND NRS REPORTS ARE IDENTIFIED  
WHEN APPLICABLE.*



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### ✓TRANSITIONAL MONTH (JULY 2008)

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All final data for FY 2007-2008 must be entered in the system by August 1, 2008. Until the system is locked for FY 2007-2008, you should not remove any exit dates for learners that were assigned. Additionally, you should not change learners from inactive to active in classes. These two changes, in particular, will affect the data reported for FY 2008-2009.

Also, once we enter July, you will see at the bottom of the student's demographics screen an option to Apply changes for the previous fiscal year (2007-2008). It should be similar to the following:

**Apply changes to Previous Fiscal Year 2007-2008**

No

Save

Reset

If the update data applies to FY 2007-2008, choose YES to apply the change. Otherwise, choose NO and save the updated information for FY 2008-2009.

### ✓DIAGNOSTIC REPORTS

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Four diagnostic reports are available to identify potential errors with your local data or the entry of the data. The four reports include:

- Error Report
- Potential Duplicate Report
- Active Students with Exit Dates
- Active Students with Invalid Entry Levels

For the first two reports listed, it may NOT be possible to eliminate all students from the report. The second two reports must be error-free before the fiscal year is locked for FY 2007-2008. Programs should make changes/updates as appropriate by entering, removing, or recoding new data - often by applying an exit date. Brief descriptions of each report follow.

Fiscal Year: 2006-2007

Participant Status (Applies to tables 1-6 only): ALL

#### Error Report





The Error Report identifies learners that have incomplete attendance (less than 12 hours), missing goals, assessments (pre or post), and specific demographic data.

#### Potential Duplicate Report

The Potential Duplicate Report identifies learners that may be entered more than once in the system. Because different people may enter the data in a given year or across fiscal years, the opportunity for duplication increases. This is also true for learners that complete forms differently from one year to the next. Several variables including SSN, gender, and birth date are provided to assist in identifying actual duplicates. The more variables a learner matches on, the more likely the record is duplicated.

#### Active students with Exit Dates

The Active Students with Exit Dates report identifies learners that have an exit date assigned from a previous fiscal year. Active students, when applicable, should only have exit dates assigned between July 1 and June 30 of the current fiscal year.

Diagnostic Reports		
Download		Report Name
NA		Error Report
NA		Potential Duplicate Report
NA		Active Students with Exit Dates
NA		Active Students with Invalid Entry Levels

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### Active Students with Invalid Entry Levels

The Active Students with Invalid Entry Levels report identifies learners currently being reported in an educational functioning level that is no longer reportable - e.g. ESL Beginning, ESL Low Advanced, or ESL High Advanced. The records of these learners have been made active during the fiscal year through attendance entry and goals being assigned. A previous post-test (most likely) is identifying the learner at one of these levels.

### ✓NRS REPORTS BY PARTICIPANT STATUS

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If you have not noticed, you may generate your NRS tables by selecting a participant status. If you are an EL/Civics grantee, for example, you can view your actual performance of just the EL/Civics learners. The same is true of corrections and the other active statuses. By default, you can continue to generate your NRS reports without selecting a specific status. This is also a good way to verify that you have the correct number of learners identified by a specific status.

### ✓PARTICIPANT STATUS

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As you finish out the year with your data reporting, make sure you review your learner participant statuses for accuracy. For example, if you were an EL/Civics recipient this year, make sure those learners served by Civics funds are checked. If you did not receive EL/Civics funds this year but did in the past, make sure those learners are not checked. Participant statuses include:

- |                                |                               |
|--------------------------------|-------------------------------|
| • Community Corr. Program      | • General Adult Ed. (GAE)     |
| • Correctional Facility        | • Homeless                    |
| • Disabled                     | • Learning Disabled Adult     |
| • Dislocated Worker            | • Low Income Status           |
| • Displace Homemaker           | • On Public Assistance        |
| • EL/Civics                    | • Other Institutional Setting |
| • EL/Civics - Distance Learner | • Single-parent Status        |
| • Family Literacy Program      | • Workplace Literacy Program  |
| • Fast Track GED               |                               |

Participant statuses should reflect the learner's status during the **CURRENT** fiscal year.

*Export(s): [Student Participant Status](#)  
Report: [NRS Table 6](#)*

### ✓ATTENDANCE

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Make sure all learner attendance is updated before you finalize learner records for goal completion and post-test information. Programs are encouraged to review learner attendance for completeness and correctness. Table 4 identifies total hours for all learners with 12 or more hours. If this figure appears to be too low or high, you should look at an export of class or learner level attendance hours for accuracy.

*Export(s): [Student Attendance](#); [Students in Classes](#)  
Report: [NRS Tables 1-6; 8-10](#)*

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### ✓CLASSES

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If your program enrolls learners in classes that cover multiple fiscal years, take the time to make learners no longer attending **INACTIVE**. This is a simple process and may prevent learners from unnecessarily appearing on the Error Report in future fiscal years. The Students in Classes export identifies whether a learner is active or inactive in a class. **DO NOT DELETE** a learner from a class. Programs are encouraged to create new classes in the data system each fiscal year and avoid assigning classes that cross fiscal years.

*Export(s): [Students in Classes](#)*

### ✓STAFF

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As you finish out the year, make sure you take an opportunity to review your staff information for accuracy and completeness. Staff must have the following information reported annually:

- (1) Demographics
- (2) Employment history
- (3) Test and Policy Certification(s)

Specific data related to staff will be locked just like learner data each fiscal year.

If a staff began employment/volunteering before July 1, 2007, but no history was entered, you should identify July 1, 2007, as the staff's start date in the system. You may leave the end date open for a staff that you anticipate returning the following fiscal year. However, it is better to establish a new employment history each year.

#### Important Notes:

- Job Status: A staff job status is classified based on the amount of funding that supports the staff's salary. If a local program pays for the staff's salary and associated benefits completely with Adult Basic Education grant funds, the staff should have a reported status of full-time. Otherwise, the staff should be identified as part-time. Staff that is not paid should have a status of volunteer.
- Teachers: Only staff that performs instruction should be classified as a teacher. If a staff performs multiple roles, his/her function should be identified based on the function that represents the greatest percentage of responsibility.
- Licensed: For the purposes of reporting, a staff may be classified as licensed if he/she currently holds a license to teach in Virginia. Staff who does not hold a current license in Virginia should not be identified as licensed.



*Export(s): [Staff](#); [Staff Employment](#); [Staff Endorsement Report](#); [NRS Table 7](#)*

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### ✓GOAL SETTING

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During the goal setting process, goals that are **ATTAINABLE** during a fiscal year should be identified and developed. You should keep in mind the following guidelines when assigning goals in the data system:

#### Increase Educational Functioning Level

1. Each learner, each fiscal year must have the goal to increase educational functioning level set. The date set should be anytime between the date of intake and the first 12 hours of instruction.
2. If the learner increases an educational functioning level based on assessment scores, a met date must be entered for the goal increase educational functioning level. The met date should reflect the date the learner completed the post-test that identified the gain. *This goal only needs to be set once, even if more than one gain is made during the fiscal year.*
3. If a learner does not make an educational gain during the fiscal year based on assessment scores, do not enter a met date.

*Remember, an increase in scale score does not always equate to a change in functioning level.*

#### Follow-up Goals

- *Enter Employment*
  - *Retain Employment*
  - *Enter Post-secondary Education and Training*
  - *Obtain a GED, EDP, or HS Diploma*
1. Follow-up goals should be set if the learner will **EXIT** the program during the fiscal year. If the learner requires additional instruction and will exit the program in the following fiscal year, the goal should not be entered.
  2. Follow-up goals may be entered, set, and met at anytime during a fiscal year.
  3. Social security numbers are **NOT** required but are recommended.
  4. To receive credit for the goal completion, a learner must **EXIT** the program during the fiscal year.
  5. If the learner exits the program during the fiscal year, enter a set and met date for the follow-up goal. You must also enter an **EXIT DATE** for the learner.
  6. The exit date may be on or after the goal completion date.

**Enter Employment:** If a learner finds a job, do not change his/her employment status. The status should remain unemployed for the balance of the fiscal year. If this learner continues into the next fiscal year employed, the employment status should be updated to reflect employed.

**Retain Employment:** Learners that completed the goal to enter employment during the fiscal year may also have the goal to retain employment set.

**Enter Post-secondary Education or Training:** If a learner provides a unique student id number assigned by the educational or training institution, enter that number on the student demographics page in the post-secondary number field. You do not have to enter the social security number in this field.

**Obtain GED, EDP, or HS Diploma:** Only GED completers will be counted in the follow-up of credential completers. If a learner is assigned a GED Testing number (program assigned, a driver's license T-number, etc.) different than the social security number, then enter this number in the GED Testing number field on the student demographics page. You do not have to enter the social security number in this field.

*Export(s): [Student Goals](#); [Follow-up Goals](#)*

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### ✓EXIT DATES

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Are you assigning exit dates for learners in your program? There are many reasons to enter an exit date. Exit dates do not always adversely affect your program performance.

Exit from program participation is reported when one of three primary criteria is met by the learner:

1. The learner no longer **ATTENDS** the program because he/she completes an NRS goal of entering employment, retaining employment, entering post-secondary education or training, or obtaining a high school diploma or its recognized equivalent.
2. The individual does not receive services (attends a class) for 90 or more consecutive days.
3. The individual has a significant event occur that prevents participation in services (e.g. moves, major illness, death, etc.).



Other secondary instances to assign learners exit dates include:

1. The learner does not accumulate 12 hours in a fiscal year and is no longer receiving services.
2. The learner does not return to enroll in a class after completing an assessment.
3. The learner does not return the next fiscal year after attending the previous fiscal year.
4. The learner appears on the Error Report, either with missing data such as a test or goal, or the learner never enrolled in a class.
5. The learner's record has been duplicated in the data system and appears as a possible duplicate on the Potential Duplicate diagnostic report.

Important Note: If you have assigned exit dates in the past and the learner has returned to the program in 2006-2007, make sure you remove the exit date assigned from the previous fiscal year. If you do not remove the exit date, the learner may not receive credit for completing an educational functioning level. To review learners that have exit dates assigned from a previous fiscal year, we have created a new diagnostic report to review.

*Export(s): [Students in Classes](#)*  
*Report(s): [Error Report](#), [Potential Duplicate Report](#), [Active Students with Exit Dates](#)*

### ✓ERROR REPORT

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After you have entered attendance, updated learner information, and addressed class issues, you should review the Error Report. If you believe you have served more people than are shown on your Table 4, the Error Report is a good source for identifying people not being counted. Look for the following issues with learners that have 12+ hours:

1. Learners that are only missing a goal - [no increase EFL goal set](#)
2. Learners with no educational functioning level - [no pre-test is entered](#)
3. Learners with no test - [no post-test is entered for the learner this fiscal year](#)

If a learner falls into one of the three categories, see if you have the information to update the learner record and remove him/her from the Error Report. It is very possible that the learner may have made an educational gain which would benefit the program.



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Do you see names of learners who:

- Have never been enrolled in a class,
- Have not been served this fiscal year, or
- Have not completed 12 or more total hours of instruction?

If a learner falls into one of these categories, take the time to assign the learner an **EXIT DATE** for the current fiscal year. Many programs choose the end date of the program or the end of June for this purpose. By exiting the learners, you should not see their names on the 2008-2009 Error Report.

### ✓EXPORTS



Do you regularly review your data: quarterly, monthly, or weekly? The exports provided in the system offer an opportunity to review your data for consistency and accuracy. If you save the results of your export quarterly or monthly, you also have the benefit of beginning to look at trends in your program from one fiscal year to the next. For best results, make sure you download and save the export into Microsoft Excel. Because the data is fluid, if you do not save the results, you will lose some of this trend comparison.

Reminder: The exports report learners regardless of whether or not they are counted on Table 4. Make sure you are reviewing the correct fiscal year.

Below is a list of the exports and the general data identified that may provide assistance as you review and complete your data entry.

Export	Assistance and Review
Students	Review of learner demographic information
Student Participant Status	Review of participant statuses checked on learner demographics
Student Goals	Review of all goals assigned to learners - includes exit dates
Student Tests	Review of all assessments entered for learners
Classes	Review of all active classes
Students in Classes	Review of class enrollments - indicates exit dates and if a learner made an educational gain
Student Attendance	Review of attendance entered for each learner
Staff	Review of the active staff
Staff Employment	Review of the staff employment history
Staff Endorsement	Review of the staff endorsement(s)
Student by Participant Status	Review of learner demographics, tests, and goals based on a specific participant status - helpful for Civics or correction program review
Follow-up Goals	Review of learners with employment, post-secondary, or credential goals assigned EXIT dates that will be included in the data match (NRS Table 5, 8, 9, and 10 data)



# END OF YEAR DATA ENTRY & REPORTING GUIDE

## FY 2007-2008

### ✓REPORTS

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Once you have completed all of your data entry for the fiscal year, make sure you print a copy of each of the tables generated by the system. It is also recommended that you save an electronic copy of the report for future reference and trend comparisons.

You should review each of the tables for consistency and accuracy. The results of these tables will be aggregated across the state to generate the state totals. On Tables 4 and 5 specifically, we have included the state targets for performance. Remember, the expectation from the state is that each local program **MEETS OR EXCEEDS** the state performance targets.

Important Note: If you operate a regional program, the Adult Ed office reviews each local school division's or CBLO's performance in addition to the overall performance of the region.

### ✓LOOKING AHEAD TO 2008-2009

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There are three significant changes that are scheduled to appear in the data system for 2008-2009.

1. Analysis Function: OAEL has been developing new analysis queries in the data system that will allow greater flexibility to review individual records for students, staff, and classes. Demographic data will be combined with tests, goals, or participant statuses, for example, to look more closely at performance and trends. Additionally, programs will be able to look at the data in terms of who is reported to the NRS versus non-NRS qualifying data.
2. Diagnostic Reports: Two of the diagnostic reports will be updated to support enhanced use of the reports. The Error Report and Potential Duplicate Report will be revised so that reporting an exit date during the current fiscal year will remove the student from each of these reports. By removing the students who have exit dates, programs should have an improved ability to focus on students who are most likely problematic.
3. Data System Facelift: VDOE is in the process of updating the Web layout of the Adult Education data system. Other SSWS applications have already gone through this process. With the change in the look of the data system, some functionality may be improved in the data system with the change. If you have visited the Adult Education Web site (<http://www.doe.virginia.gov/instruction/adulted/index.shtml>), this will give you a preview of how the site will look and function. It may be the end of FY 2008-2009 before the data system facelift is completed.

